

Frequently Asked Questions

Language Census (Form R30-LC) Spring 2003

For additional English learner program and policy information, contact David Dolson at (916) 319-0266 or Jorge Gaj at (916) 319-0268.

1. How do we report the enrollment of students who have a primary language other than those languages listed on page 1 of the Language Census R30-LC form?

Answer: All students who have a primary language other than the languages listed on the Language Census form should be counted under code 99, "All other non-English languages", and should be combined on one line of the form. If a school begins to enroll significant numbers of students from a language group not listed on the Language Census form, please contact Dorothy Aicega, in the Educational Demographics Office, at (916) 327-0208. New language groups may be added to the form for future years if it is determined that, on a statewide basis, there is a significant enrollment of students from a particular language group.

2. In Part 2, what is the difference between "specific instructional settings" in Section A and "instructional services" in Section B?

Answer: The instructional settings indicated in Section A are those required by Education Code 300-340. These provisions became law as a result of the passage of Proposition 227. The instructional services listed in Section B are those required by other existing federal and state laws and must be provided to English learners subsequent to the students' placement in the proper instructional setting.

For example, Education Code 300-340 requires that English learners, who are determined not to have a reasonable level of English fluency, be placed in a Structured English Immersion setting. However, once in that setting, students may be provided with (1) English Language Development (ELD) exclusively, (2) ELD and Specially Designed Academic Instruction in English (SDAIE), (3) ELD and SDAIE with Primary Language (L1) Support, and (4) ELD and Academic Subjects through the Primary Language (L1) instruction, or, (5) other combinations of these instructional services depending on a school district's program design and the educational needs of individual students.

3. What is meant by "English Language Mainstream Class" and how does this differ from a "regular" mainstream class (Part 2, Section A, rows 6-7)?

Answer: "English Language Mainstream Class" in the Language Census refers to settings where English learners are provided with additional and appropriate services based on individual student needs to acquire English and progress in a core curriculum. This is distinguished from regular mainstream classes where English learners may be enrolled but do not receive any of the required instructional services appropriate for English learners. When English learners are in mainstream classes and not receiving English learner services, count these students in Row 8, "Other Instructional Settings."

4. Where do we report English learners who are also special education students?

Answer: If the Special Education English learners are enrolled in a setting that is congruent with one of the settings described in Part 2, Section A, rows 4-7, list the students accordingly. If the special education setting varies significantly from these English learner settings, report the students in Section A, Row 8, Other Instructional Settings.

In Section B, follow the same procedure. If the combined special education and English learner services are congruent with one of the descriptions in rows 10-13, list the students in the proper column; however, if the combined Special Education and English learner services are unique, report the students in row 14, Instructional Services other than those defined in rows 10-13.

5. What is an example of an "other instructional setting" (Part 2, Section A, Row 8)?

Answer: One example would be English learners who are also identified for Special Education and are placed in any setting that does not correspond to those listed in rows 10-13. Another example would be English learners who are placed in mainstream classrooms and are not receiving additional and appropriate services as stipulated in rows 4-7.

6. What are examples of "instructional services other than those defined in rows 10-13 (Part 2, Section B)?"

Answer: These would be instructional services for English learners that do not correspond to the definitions of the services listed in rows 10-13. For example, report here students who are receiving the services listed in rows 10-13 but not in the quantity (only one period of SDAIE or Primary Language Instruction) or quality required (e.g., where the instructional services are provided by teachers who do not have the appropriate authorizations or who are not enrolled in the proper training program and consequently are not counted in Part 5).

7. What is the difference between "Primary Language (L1) Support" in Row 12 and "Primary Language (L1)" instruction in Row 13 (Part 2, Section B)?

Answer: "Primary language support" refers to the use of the primary language to support lessons mainly taught using the medium of English. The use of bilingual paraprofessionals to support lessons taught in English by a classroom teacher would be an example of primary language support. Other examples would be clarifications or preview/review provided in the primary language by a teacher or aide. "Primary Language (L1)" instruction refers to lessons taught directly and primarily in the primary language by a qualified teacher and supported by corresponding written materials in the primary language.

8. Where should we report students who receive ELD plus two subjects in SDAIE and two through primary language instruction (Part 2, Section B)?

Answer: Since the instructional offerings meet the definition of Row 13, ELD and Academic Subjects through the Primary Language (L1), report these students in Row 13. This is the only row that contains the designation of "instruction through the primary language." The instructions to the Language Census clearly state that students who have instructional offerings in addition to ELD and primary language instruction (such as SDAIE) are to be reported in Row 13. The closest competing definition is found in Row 12 but there, the reference is to ELD plus SDAIE and primary language support, not primary language instruction.

9. How do we count teachers who provide services to English learners (Part 5)?

Answer: Teachers are to be counted only once. First determine a teacher's specific assignment with English learners and then classify the teacher according to the authorization held (or training program in which the teacher is enrolled). For example, if a teacher is assigned to provide at least one period of primary language instruction (as defined in Part 2, Section B, Row 13), count this teacher in the appropriate row in Part 5, Section A, Rows 20-27, according to the language code and name of the language. Use column c if the teacher holds a CTC bilingual teacher authorization and column d if the teacher is in training for a CTC bilingual teacher authorization. Any teacher providing primary language instruction should be reported only once in Part 5 even though the teacher, in addition to primary language instruction, may also be providing ELD and/or SDAIE. Teachers reported in Part 5, Section A should NOT be reported again in Part 5, Section B.

Teachers not providing primary language instruction but providing at least one period of SDAIE, ELD, or a combination of ELD and SDAIE, should be reported in rows 30-32 and in the appropriate column (a-c) depending on their specific assignment and their authorization or training status. Again, these teachers are to be counted only once.

Classroom teachers, resource teachers, and administrators who are not assigned to provide direct instruction (e.g., primary language, ELD, and/or SDAIE) to English learners in the 2002-03 school year, should not be counted in Part 5 of the Language Census regardless of the credentials or certificates held.

10. If there is only a very small number of English learners in a school, (for example, three), how do we count the qualified teachers that are assigned to these students; especially, in a departmentalized setting such as our high school?

Answer: As with teachers in other settings, count only those teachers who are actually assigned to provide one or more required instructional services to ELs (ELD, SDAIE, or Primary Language Instruction). For example, in the case of only three EL students in a departmentalized setting, if the students are scheduled into one ELD section but also receive one period each of SDAIE math, SDAIE social science, and SDAIE biology, then count all

four teachers assigned to these particular sections. In this uncommon instance, there are actually more qualified teachers assigned than ELs served.

11. Charter schools by definition, are autonomous institutions. Why then do charter schools have to submit the R30-LC and why do they have to submit it in conjunction with a particular LEA?

Answer: Charter schools are governed by the State Education Code but English learners (ELs), also referred to as limited English proficient (LEP) students, have federal legal protections including several federal court cases such as Castaneda v. Pickard and Gomez v. Illinois State Board of Education. In addition, pursuant to the No Child Left Behind Act, the U.S. Department of Education provides financial assistance to state educational agencies and LEAs based on the enrollments of English learner students.

While a charter school may be autonomous, it is still legally linked to its host/sponsoring LEA and the operation of the charter school is totally dependent upon the continued legal authorization by the LEA. Consequently, the R30-LC for charter schools is administered via the LEA.